The content of ELF-aware teaching

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Contents

This section aims at providing an overview of:

- The content ('**what**') of **ELF-aware teaching**

- The ways **typical EFL teaching** can be **enriched** through an ELF-aware perspective

- Key issues about teaching **listening**, **speaking**, **reading**, **writing**, **vocabulary** and **grammar**

ACTIVITY 1

If you haven't done so yet, click the **link** under the video to do **Activity 1**

1. What kinds of **knowledge**, **skills**, **values** and/or **attitudes** do you generally focus on promoting in your classroom(s)? Make a **short list**

2. Think about your list. To what extent do **your teaching practices** focus on the development of **native-like competence**?

3. To what extent do you agree with the argument that the **native speaker** of English is the '**ideal**' user of the language? **Why**?

What do we teach?

➢ **We teach...** *English*!

  - ENL, ESL, EFL, EIL, WE, ELF...

➢ **We teach it... as a** *foreign* **language**

  - Guide books, curricula, syllabi, courseware, grammar textbooks, dictionaries...

➢ **We use it... as a** *lingua franca*
  - Inter-/intra-national, inter-/trans-cultural communication
  - Variability, fluidity, creativity, unpredictability

Key considerations

➢ ELF is **not a linguistic variety**, like e.g. British or American English, therefore, it **cannot be 'taught'** in the same way

➢ ELF **can be integrated** in EFL classrooms by **enriching** current EFL practices **–** to the extent that…
- One is **willing** and **ready** to do so
- It is **relevant** to the local context

ELF-aware teaching

Key considerations

➢ **What exactly do we teach? And why?**

- Knowledge?
- Skills?
- Attitudes?

- To be able to do what?
- With whom?
- Where?

➢ **Three key questions:**

1. **Who** is the **'ideal' model** of language use?

2. **What** do we want the Ls to **develop**?

3. **Why** is it going to be **useful** to them?

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What do we teach and why?

➤ **General Competences (1)**

For example:

- **Socio-cultural knowledge** and **skills** (knowledge of the **community** where the **target language** is spoken and being able to **relate to** and **act according to** its socio-cultural norms)

- **Language** and **communication awareness** (understanding **how** language **works** and **why** in various **real-life** communicative situations)

(CEFR, Council of Europe, 2001, 2018; ESCO, 2017)

What do we teach and why?

➢ **General Competences (2)**

For example:

- **Life-long learning skills** (e.g. ability to learn, **metacognitive** skills, **self-awareness**)

- **Beliefs** (e.g. ideological, philosophical), **values** (e.g. ethical, moral) and **attitudes** (e.g. open-mindedness, **tolerance to linguistic and cultural diversity**)

(CEFR, Council of Europe, 2001, 2018; ESCO, 2017)

What do we teach and why?

➢ **Communicative Language Competences (1)**

- **Linguistic competences**: **effective usage of language structures** (vocabulary, grammar, phonology)

- **Sociolinguistic competences**: **appropriate use of language depending on social context** (e.g. politeness conventions, functions, idiomatic expressions, responding to socio-cultural differences…)

(CEFR, Council of Europe, 2018)

What do we teach and why?

➢ **Communicative Language Competences (2)**

- **Pragmatic competences**: **negotiating the meaning in communicative interactions** (e.g. flexibility, creativity, accommodation…)

- **Plurilingual / Pluricultural competence**: **exploiting one's plurilingual/pluricultural repertoire** (e.g. drawing on multiple cultural affiliations, purposefully 'blending' languages)

(CEFR, Council of Europe, 2018)

ACTIVITY 2

Click the **link** under the video to do **Activity 2**.

In what ways could **typical EFL** practices
be **enriched** through an **ELF-aware** perspective?

10 statements: "Typical EFL" or "ELF-aware"?

Remember

➢ **Three key questions:**

1. **Who** is the **'ideal' model** of language use?
2. **What** do we want the Ls to **develop**?
3. **Why** is it going to be **useful** to them?

From EFL to ELF-aware teaching

Typical EFL		Post-EFL ELF-aware
Communication mainly with NSs	*Learners' needs*	Communication with both NSs and NNSs
Exposure to language produced mainly by NSs	*Language input*	Exposure to language produced by both NSs and NNSs
Adaptation to the way NSs mainly use English	*Language output*	Accommodation to the way each speaker uses English

From EFL to ELF-aware teaching

➢ **Enriching current EFL practices (1):**

- **Metalinguistic awareness: noticing** and **reflecting on** features of language and language use in **real-life communication in ELF**; learning how to **employ** them in various socio-cultural contexts

- **Authenticity of purpose**: **using** the language in **real-life in-class or out-of-class communicative situations** involving other non-native speakers; developing **small-culture ELF communities of practice**

From EFL to ELF-aware teaching

➢ **Enriching current EFL practices (2):**

- **Metacognitive awareness: reflecting on** and **monitoring** one's **thinking** and **learning** processes; identifying how **attitudes** and **experiences** may influence learning and future development

In essence…
This is a matter of adding things to our teaching rather than 'removing' things from it…

Useful tools and resources

https://www.youtube.com

http://webapps.ael.uni-tuebingen.de/backbone-search/faces/search.jsp

https://www.palm-edu.eu/en

https://ec.europa.eu/programmes/erasmus-plus/projects

European Commission

Erasmus+

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ACTIVITY 3

Click the **link** under the video to do **Activity 3**

Share your views at the Forum

1. What **advantages** and/or **disadvantages** can there be in **enriching** your teaching through an **ELF-aware** perspective?

2. What **obstacles** or **challenges** could there be and **how** could you **overcome** them?

What we have discussed about the content of ELF-aware teaching

'Ideal' model of language use	Competences	Language input/output

Metalinguistic awareness

Metacognitive awareness

Authenticity of purpose

Post-EFL ELF-aware
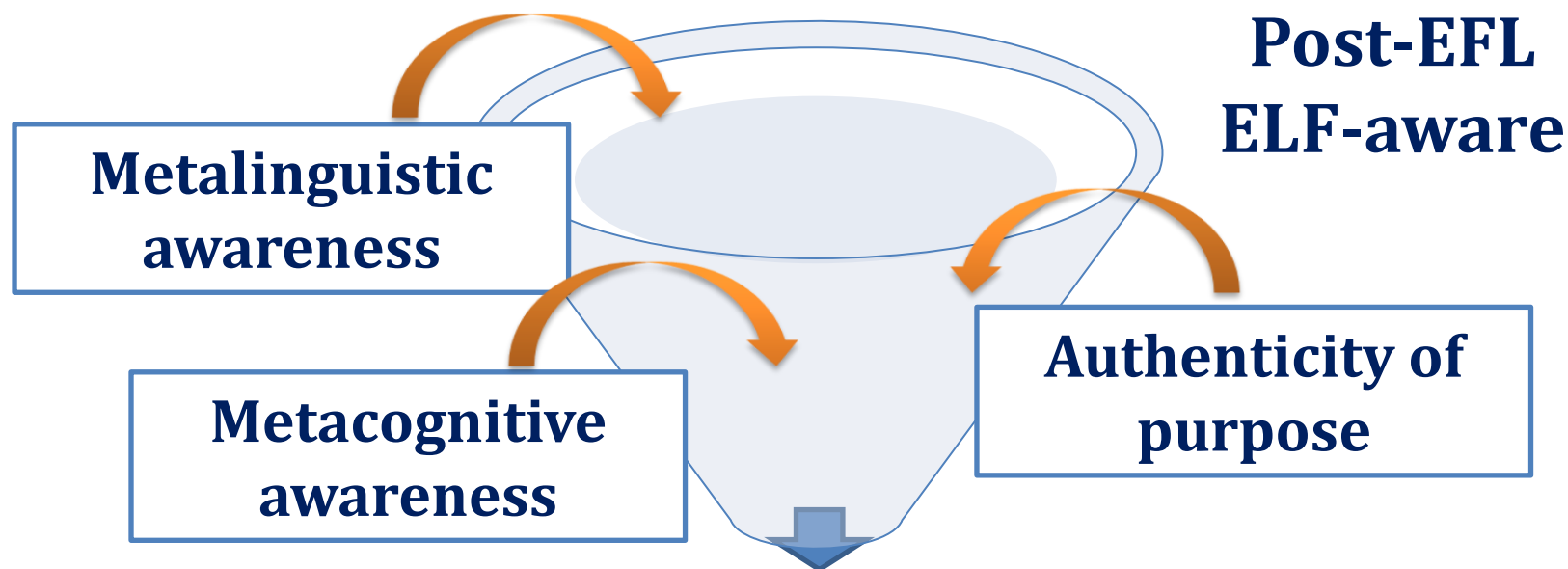
What follows...

➢ Using communication activities to develop language skills
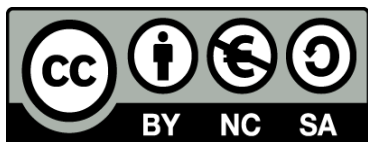
➢ Integrating large and small cultures in ELT

Also see:

Methodology in ELF-aware teaching
➢ Task-Based Language Teaching
➢ Content Integrated Language Learning
➢ Information & Communication Technologies
➢ Using corpora for language learning

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**English as a Lingua Franca practices
for inclusive multilingual classrooms**

The ENRICH Project, 2018-2021